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### The Kaimin, January 1907

Students of the University of Montana

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# The Kaimin.



University of Montana.

JANUARY, 1907



# **DON'T MISS IT**

YEAR END CLEARING SALE

YEAR END CLEARING SALE

YEAR END CLEARING SALE

YEAR END CLEARING SALE

YEAR END CLEARING SALE

YEAR END CLEARING SALE

## **BARGAINS FOR EVERYBODY**

DON'T MISS IT

DON'T MISS IT

DON'T MISS IT

DON'T MISS IT

DON'T MISS IT

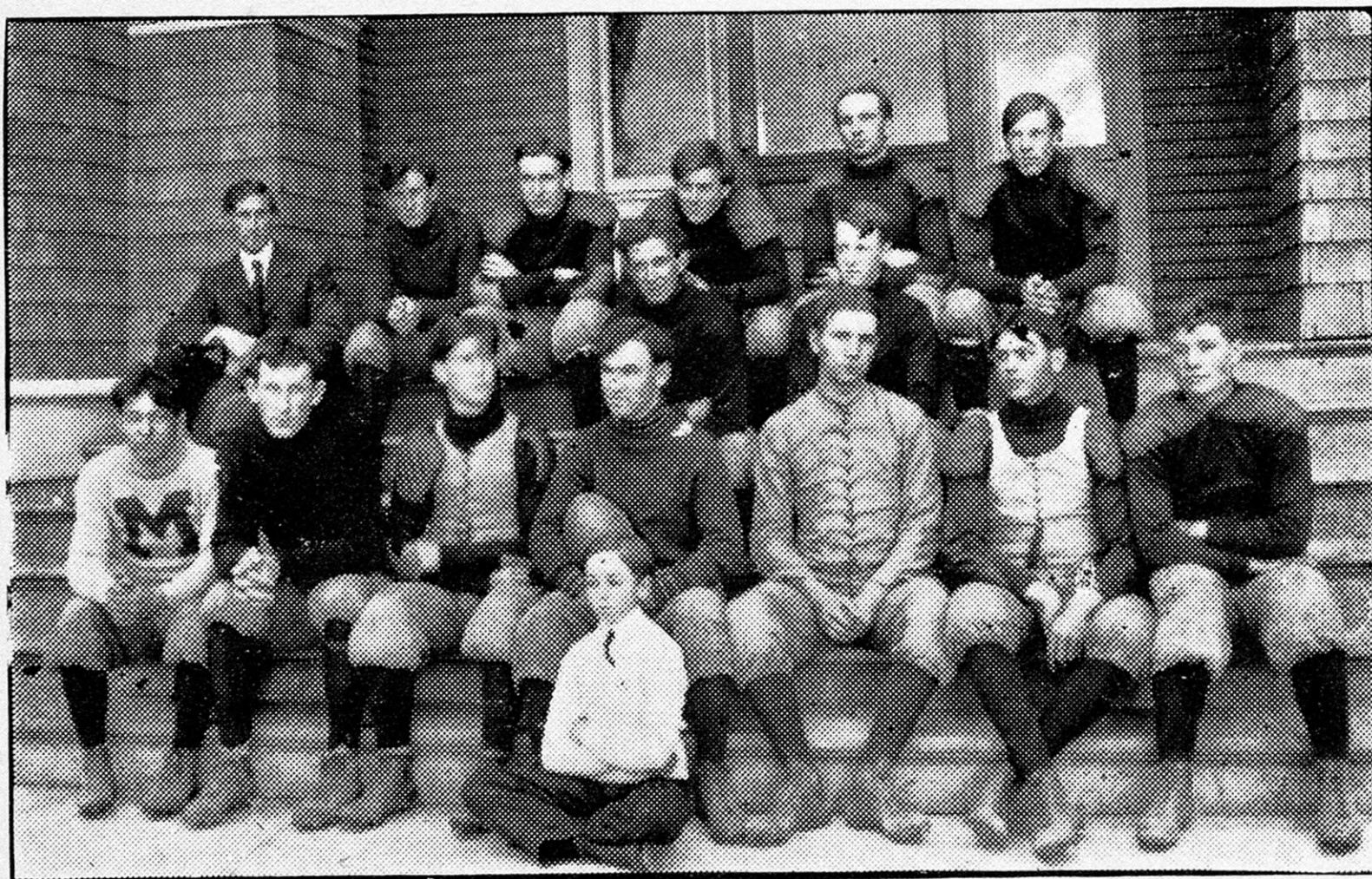
DON'T MISS IT

No Clearance Sale held in Missoula can compare with this Annual event. Thousands of dollars' worth of the highest grade merchandise offered in town is literally sacrificed in order to effect a complete riddance of all fall and winter stocks. Watch the papers.

# **MISSOULA MERCANTILE Co.**



## UNIVERSITY FOOT BALL TEAM, 1906



First Row, (left to right)—Coach Shule, J. R. King, Gene McCarthy, Vincent Craig, James Flaherty, Capt. Harriman.

Second Row—Roy McPhail, Arthur Bishop.

Third Row—Eugene Fisher, Arthur I. Morgan, Frank Lewis, John McNamara, Chas. Dimmick, Berney Kitt, Keith Ambrose.

Mascot, Clarence Buck.



# THE KAIMIN

University of Montana

VOL. 10

JANUARY, 1907

NO. 4

J. W. STREIT, '07 . . . . . Editor-in-Chief  
FRANCES NUCKOLLS, '07 . . . . . Assistant Editor-in-Chief

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THE DAILY MISSOULIAN  
MISSOULA, MONT.





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

# THE KAIMIN

A LITERARY MAGAZINE

VOL. 10

JANUARY, 1907

NO. 4

	<h2>COMMENT</h2>	
J. W. STREIT		FRANCES NUCKOLLS

With the first number of the 1907 issue we wish our friends, students and the faculty a prosperous New Year. The year just closed is now a matter of history. It lies in that vast vault where lie the sheeted centuries of the past, swept by the remorseless hand of time. In colleges and universities reference to '06 or other past years calls up the memories of a class—those who have gone out into the real school of life. They will take their share of the responsibilities of life, then hand them over to others. So, while each passing year will be kept before us for a long period it will finally be swept away in eternity's never ending reign which succeeds the crash of matter, wreck of the world's suns and systems.

\* \* \*

Now that the holidays are over the student body, on the eve of the close of the semester, will be engrossed entirely with their studies. To many it will be a question of how large an A grade can I make? And it is fitting that they should strive for the highest efficiency in their work. Their record is not only an index of their ability while in college but also serves as a passport to the higher and more responsible positions in life's work. They should not lose sight of the fact that they are in college to get out of it all they can, and that everything in college life cannot be found in books. Students can very easily arrange their work so as to find some time for outside University affairs, Glee club, literary societies and the social life of the student body. At the time these seem very insignificant affairs, but after one has gone out from college the advantages to be gained appear great, indeed. It is really painful to find a college bred man or woman who cannot stand before an audience and express himself even in a few simple words, or as a chairman, conduct a meeting. Still more trying is it to find such persons as awkward in a drawing room as some Freshmen are in a lecture room. We hope the student body will be as enthusiastic as heretofore on this subject and endeavor to get into as many University activities as possible. There is room for as many as will apply, so there will be no need for any one to feel that the supply will exceed



the demand. Neither should a student feel that his course bars him from University activities. The engineer is as useful and is wanted just as much as the classical student. In the past a few from the ranks of the engineers have proven themselves the superior. Who can tell but that we are harboring some more. One of our Alumni from the department of engineering takes a seat this month for the second time in the state legislature. We doubt if he would exchange the training he got from the student activities for that of a text book.

\* \* \*

We have it from good authority that the state penitentiary comes in second on the list for appropriations. Why not made the educational institution\$ of the \$tate \$econd? That it will pay in the end there can be no doubt.

\* \* \*

We feel that an explanation for the change that appeared in the Kaimin staff of last month is due our readers. As it was necessary for the head of the staff to be absent from the University during the month of December the duties of the Chief fell upon the Assistant Chief. And since it is no more than right that he who does the work should have the credit, we felt the change was just and proper. It is some time since the co-eds occupied the head of the staff—for a number of years their sway was supreme in Kaimin affairs—but they have demonstrated that they are still equal to the task even on short notice.

\* \* \*

The foot ball season is over and the student body will find more time for intercollegiate contests. Debating offers a wide and fascinating field for those who have or would acquire forensic ability. It will require considerable time for prepaartion, but in the end the benefits that will accrue to the contestants will more than compensate them for the effort expended. They will be given a great amount of material which they must studiously go over many times so as to sift it down to a point where they can take from it just what will be needed, no more, no less. To do this so as to meet the other fellow's argument successfully requires—or develops if you will—a penetrating and discriminating power which is hardly acquired in anothed department of college. Then, too, there is an immense advantage to be gained by being able to stand before an audience and talk intelligently and coherently. If those who enter the contests acquire some proficiency in this only, they will be more than repaid.

\* \* \*

Last month we debated with the University of Idaho, and lost the contest. We have two more contests scheduled and may secure a third. We are to meet North Dakota and Washing State College. If we wish

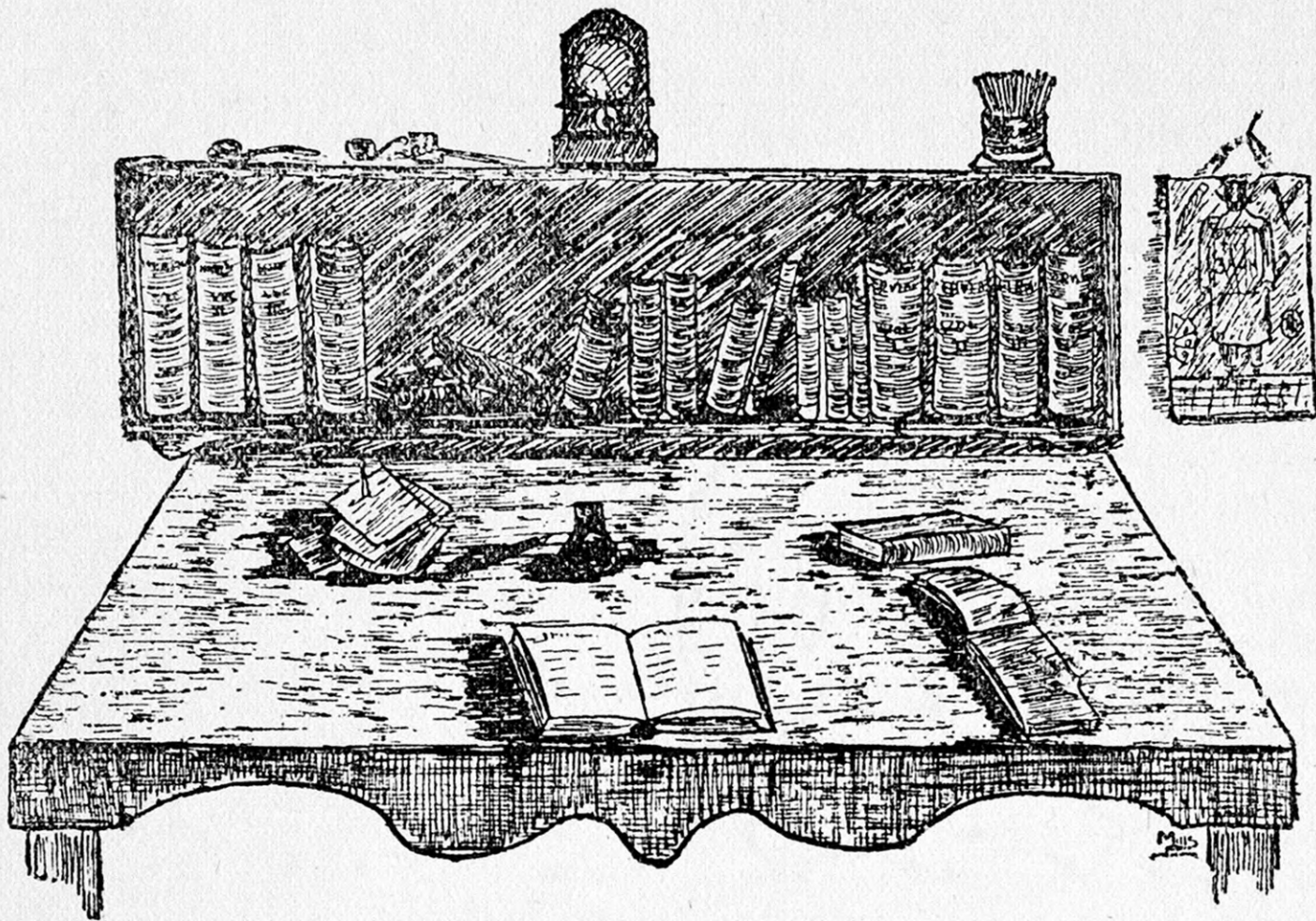


to retrieve our lost fortunes it is high time to prepare. Very often a decision rests on one point and that one point might be clinched in one hour of preparation. So do not wait until the day before the try-out to make up your mind to enter the contest; decide at once and go into the contest prepared.

\* \* \*

During the last year we noted with pleasure that the co-eds were ambitious to try for forensic honors. And they were quite successful. A co-ed represented Montana in two out of three intercollegiate debates, as well as in the state oratorical contest. Very recently, however, they have been given a severe set back. A neighboring state refuses to meet a team in which there are women contestants. Whether our neighbors make this distinction out of gallantry or contempt we are not prepared to say. But if it is the latter, we beg to assure them their protestations are a useless expenditure of energy. Our girls are competent to meet them in the forensic field. Just what the co-eds are going to do we cannot say at present. It is possible they might consider the Knights of "Debates for Men Only" beneath their consideration and refuse to enter the contest.





# LITERARY DEPARTMENT

EDITORS: LINDA FEATHERMAN, FREDERICK GREENWOOD

## THE HIGH SCHOOLS OF MONTANA.

J. B. SPEER, '08.

Most University students have prepared for their college course in high schools. A high school course, usually of four years, has come to be pre-requisite to a college course. Very few students now enter college by examination, as was formerly the case. The graduates of high schools which are approved enter the University without any examination.

It is safe to say that in Montana as large a proportion of high school graduates enter college as in most other states. The records made in college by the graduates of the accredited high schools of Montana have been of a high order and reflect credit upon the system of secondary education which has been established in the state. Those who have won the honor scholarships given by the State Board of Education have invariably made excellent records. Especially is this true of those in the University of Montana.

At the last meeting of the State Board of Education, December 3, the Chinook high school was placed on the accredited list. Columbus high school was added last June. The high schools at Havre and



Whitehall have made application for admission to the accredited list, and their applications will be acted on next June. The number of high schools on the accredited list is now 27. In 1895, the year in which the legislature incorporated the University of Montana, Butte, Helena, Anaconda, Great Falls and Missoula were the only cities in the state having high schools.

The State Board of Education in 1896 made provision for the "accredited system." Under this system the University admits to its collegiate departments, without examination, graduates of the approved or accredited high schools. During the last thirty years this plan has come into general use in the central and western states.

The development of the high school is one of the interesting topics in the history of education. The modern accredited high school is distinctly an American product of the latter part of the nineteenth century. During colonial times the Latin grammar school was the type of secondary education in vogue. Then the so-called academy came into existence. Its purpose, as in the case of the Latin grammar schools, was to prepare students for college and the university. The academy, however, laid more stress on mathematics and literature. Some of these academies still exist and are powerful factors in secondary education today, particularly Exeter and Andover. These schools were exclusively for boys while "female seminaries" were provided for girls. Co-education had not yet become popular.

The academies were under private control, and often under some denominational influence. About 50 or 60 years ago there came to be a strong demand for the state to have exclusive control of secondary education. The movement was supported by those who thought that the academies were distinguished too much by social rank, and who desired that the secondary schools should be an example of the democratic spirit of American institutions. This movement in favor of the high school marked the final separation of church and state. At first it was contended that the state had no right to provide education beyond the ordinary common school branches. This view was set aside by several important court decisions and from this time on high schools, as we now have them, began to take the place of the academy.

The curriculum of the high school has been an important subject of study for our leading educators. Recently there has been a disposition to lengthen the period of secondary education, to make the first two years of college secondary in nature and also an inclination to introduce secondary studies into the upper grades of the elementary schools, the seventh and eighth grades.

The system of examinations for admittance to college soon came to have the same evil effect on the high school that had characterized the academy. The system of examinations led to "cramming." Teachers turned aside from the investigation of essential problems of secondary



education to petty inquiries as to the exact nature of entrance examinations to the colleges. This brought up the question of how to establish a more vital relation between secondary schools and colleges. It was desired to serve the highest educational interests of both. The "accredited system" was the most noteworthy attempt to solve this problem and was first introduced by the University of Michigan in 1871. The plan as worked out in the State of Montana is best described in the President's annual report of the University of Montana to the State Board of Education last December.

"In order to do its work efficiently and economically, a higher institution of learning must exercise some control over admission to its privileges. The Eastern universities generally test each individual student for fitness to enter upon college work. The Western universities more commonly endeavor to reach the same result by examining the school from which the student comes. This University, while still examining students whose former schools are not known, has adopted the latter plan as its regular policy, by establishing the relation, partial or complete, with the more efficient high schools and private preparatory schools of the state. In this way the purposes of control over admission are fulfilled and the difficulties and dangers justly charged to entrance examination are avoided. This relation, furthermore, enables the University to reach out helpfully to the secondary schools in a manner not otherwise possible.

"The benefits which the schools derive from affiliation with the University are apparent in several ways. It helps to raise the standards of the schools with respect to organization and equipment, as well as instruction, both by recognizing the wise and by pointing out the unwise. It unifies the public school system from the first grade to the graduate degree, thus closing the gap which would otherwise exist between the common schools and the State University.

"But in no case is this influence of the University upon the schools arrogant or dictatorial. The methods of University affiliation are characterized by suggestion and co-operation, much more than by criticism and demand. This is generally recognized by school authorities, who almost universally show their appreciation by responding in the same spirit."

One of the greatest problems confronting educators at the present time is how to arrange a course of study adapted to both the boys and girls who are preparing to enter college and also those whose education stops with the high school. President Craig has taken a stand for a course which will be adapted for all classes. He says:

"In any course of study it should be so arranged that the greatest possible advantage will be given to those who will continue their education in the University and also those who do not go beyond the high school. I do not believe in one course of study for those who have a



college career before them, and an entirely different course for those who are less fortunate. We should have, generally speaking, the same course of study for all. The high school curriculum should be so arranged that it gives culture as well as preparation for college, and at the same time it should contain enough science to be of practical benefit to those who will not enter college."

The high school course of study which has been in preparation for the past few months and which was adopted December 3, by the State Board of Education has this principle in view.

The majority of the high schools in Montana now have four-year courses, and few changes in their curriculum will be necessary for them to conform to the prescribed course of the State Board of Education which will go into effect in September, 1908. It is expected that all of the accredited high schools will be sufficiently advanced in their course of study so that they can easily comply with these requirements in 1908.

There are city high schools in the following places: Anaconda, Billings, Butte, Chinook, Columbus, Forsyth, Fort Benton, Great Falls, Hamilton, Helena and Virginia City. The following is a list of the county high schools: Beaverhead (Dillon), Broadwater (Townsend), Carbon (Red Lodge), Custer (Miles City), Dawson (Glendive), Fergus (Lewistown), Flathead (Kalispell), Gallatin (Bozeman), Granite (Phillipsburg), Jefferson (Boulder), Missoula (Missoula), Park (Livingston), Powell (Deer Lodge), Sweet Grass (Big Timber), Teton (Choteau.) The Stevensville Training school is on the accredited list. Missoula and Glendive city high schools changed to county high schools at the beginning of the present school year.

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## COUNCIL OF THE WISE.

---

L. F., '07.

The Dean shook her head and sighed: "Dear me, girls, do not make so much noise."

Just then about six girls came hurrying down the second floor hall of the dormitory at Cresdale college, each girl doing her share of talking, and each one wearing the most excited air. One of them, a dark haired girl with brown eyes, tore on with these words coming breathlessly from her lips:

"Well, I don't care what became of all those things. They are lost. But, hurrah! it's a holiday tomorrow and I am not coming back here until Sunday night or Monday morning."

"Neither am I," answered Maude.

So they all went on down stairs and over to the library where they would say farewell to college as the next day, Thursday, was a holiday in honor of Mr. Dale, who had done so much for Cresdale.



Now you know there are difficulties in every dormitory, so there was in this one. As the matter stood, about a third of the girls were going home while the rest were intending to amuse themselves as best they could during the spare day. But as it happened this time, there was a terrible problem confronting the young, yet powerful minds of Cresdale dormitory.

As the six girls were doing the last acts of packing to leave on the six-thirty train four girls, very likely seniors, were discussing affairs in Pauline Dodd's room. Pauline was rather a diplomatic girl and so sat in a straight chair before her table. Her head rested on one hand and on her brow was a terrible frown.

Girls, the climax is reached. We must do something," she at last jerked out as her dark eyes lighted up.

"Yes, that's what I say," spoke up Marjorie. "I think that we older girls have a right to look into these affairs."

"Older girls?" came the sarcastic remark from Mary, who was reposing upon the bed. "I notice it takes us younger girls to catch on to things. But I'm mad anyway, because I didn't want to lose that stick pin."

But Jessie was not in a frame of mind just then to talk about serious affairs, so she jumped up from the window seat, tipped over a chair and went sailing out of room with the remark:

"O, come girls, lets walk over to the library and see if there is any thing interesting doing."

So it was that the meeting adjourned.

Thursday morning was real quiet as all of the home-going girls had gotten away and the Dean looked out of one of the parlor windows and thought "what next will those girls think of. Last night one girl told me she wanted an egg to shampoo her hair with, and I am sure I smelt rarebit about half an hour later."

She had no more than thought as much, when several girls came down the front stairs, while one said:

"Don't mention eat to me. That rarebit we had last night was enough to kill any ordinary person."

"It doesn't matter about the rarebit," esponded Pauline of yesterday, who was just coming from the basement, with a worried look; "but I have lost ten of my hand-made handkerchiefs that I hung up in the laundry at two o'clock yesterday afternoon; and now I move that we have a meeting this afternoon at one, to look into this matter."

"All right, I'll come Paul," said Jessie. "If you'll promise to have grape fruit," and she disappeared into the parlor.

Perhaps the Dean had heard all of this, but then girls will be girls, so she set to work looking over the satisfactory marks.

At one o'clock, Thursday afternoon, the meeting did not take place. All of the girls went to town; maybe to get the grape fruit. However,



at nine in the evening about ten girls gathered in Pauline's room and Pauline was elected chairman of the meeting. Marjorie was made secretary, as this, you must remember, was an important meeting. They must find out where so many things were disappearing.

"Will the meeting please come to order?" commanded Pauline, striking her table with her hair brush.

"Yes, indeed," spoke up Jennie, the short, rather fat girl, with the jolliest blue eyes. "But say girls, did you see Dick Frat today?"

"Well, I guess yes," said Jessie; "and he had on a new light gray hat."

"Girls, come to order." The brush came down with an awful thump on the table. Jennie fell back in the pillows with a giggle and the remark: "My! but isn't he swell?"

"Yes," whispered Allie Gray to Jennie. "And Daisy Loyd wears his frat pin."

At this moment Pauline addressed the girls:

"We came here tonight for the purpose of discovering some way of accounting for the manner in which pins, waists, handkerchiefs and other things are lost. Maybe it will be well to first make a list of the articles recently lost—those things we are sure we do not know their whereabouts."

"I am first," spoke up Marjorie. "My pin, lost on Monday last in the 'dorm,' nowhere to be found."

"I am next," said Allie. "Just today my little dotted Swiss waist, with Val. lace on it, mysteriously left the laundry. Nowhere to be found."

So it went on around the room; but the latest grievance was the loss of the beautiful hand-made handkerchiefs of Pauline's, that had come from Japan.

"Well, say, let's—Oh,—can't we—" slowly and thoughtfully said one of the girls, "appoint a spy, or some one to work out this affair?"

"Yes," said another. "Madam President, I move Hattie, who has proposed this be appointed."

The motion was carried and the meeting, without making further progress, adjourned to eat grape fruit and candy, while they talked over college conditions.

Monday morning arrived and the girls who had gone for the holiday came back to the "dorm" to resume their studies, while the other girls of the council, were working out the difficulty about the lost property. As one of the home-coming girls was unpacking her suitcase she asked of her roommate, "did you get my waist and handkerchiefs out of the laundry the day I left?"

"Yes," answered the room mate. "There they are," but sad to say they were not the right ones, for the waist was a dotted Swiss and the handkerchiefs were hand-made. Evidently the roommate had made



a mistake. So had others, for Marjorie just then went taring through the hall calling:

"I found my stick pin in the bottom of your waste basket."

The council never met again.

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### THE RED TIE.

---

A. W., '09.

The sun came in through the window, making the curtains a brilliant white and lending to everything in the room a certain subtle brightness. Evelyn rubbed her eyes, turned over and, tucking her arm under her head, looked at her little dressing-table whose draperies were filled with the sunshine. Outside she heard a cowbell, and then a meadow-lark called near her window. She longed to be out there enjoying the sunshine and freshness, but lay still, dreading to exert herself. Soon someone ran up the porch steps and pulled the bell sharply. Presently she heard Mrs. Ainslee's voice talking to the person and she wondered idly who it was. Then there were steps on the stairs and a knock at her door.

"Come in," she called, turning her head until she looked straight at the upturned eyes of a "Gibson Girl," which hung opposite her bed. Mrs. Ainslee opened the door and came in.

"There's a telegram for you," she said.

Evelyn, yawning, took it. Her brother Ted, was always telegraphing some foolishness. But this was not from Ted.

Helena, Mont., June 2.

"Miss Evelyn Lee—

"I must marry you today. Coming on Flyer. Explain later.

"PHIL BRADLEY."

Is there an answer?" Mrs. Ainslee asked.

"No."

When Mrs. Ainslee had gone Evelyn got up and sat on the edge of the bed.

"What shall I do?" she demanded of the "Gibson Girl." Now the "Gibson Girl," despite everything that has been said to the contrary, was of a quiet and retiring nature. At this peremptory question she trembled and fell to the floor, teetering back and forth for a while, trying to decide whether to fall on her face or lean against the wall. Deciding on the latter she supported herself on the baseboard and looked straight into Evelyn's eyes.

Evelyn scarcely noticing what had happened looked back.

"But I can't," she complained.

The "Gibson Girl" looked on.



"Oh, yes; I know **you** would, but I'm not at all sure I will. Phil had no business to be so sudden."

The "Gibson Girl smiled serenely.

"I'm not so sure I want to marry him; at least today. I was going out driving this afternoon with the professor, who is such a cute man, and now Phil has to spoil it. Such a grand day, too! It would be a good day to be married on, but——. Well, I'm not going to. Phil will take it hard; he always does. He can't see a joke like the professor. I like men that are jolly; not that I would marry the professor — What an idea!"

Evelyn had come from Helena the beginning of that year to teach in the school. The superintendent was quite a dandy for such a small town. He had been known to wear a different shirt every day in the week and was famous for his taste in ties. But above and beyond all, he was, in Evelyn's estimation, "cute." What this means you who know the feminine mind, or rather the feminine fancy, may guess. Evelyn had been much taken with him as soon as she arrived. That he was devotedly attached to another girl made no difference to her. Was she not down here teaching so that she and Phil could be married sooner? So in her prettiest waists she went to school and was so dainty and so ignorant of the ways and means of the "school marm" that the professor thought he ought to help her with some advice and stayed an hour or so for that purpose. For a girl so bright in some ways, Evelyn seemed particularly dull in learning how to get along without the professor's advice. But then—— and the lessons came oftener and grew longer. Lately he had found it necessary to come to the house to complete them, and had taken her to drive now and again, doubtless for illustration. Occasionally she suffered a twinge of conscience when she thought of Phil up in Helena, pegging away for darling Evelyn, while "darling Evelyn" was fast deciding, that while it would never do to marry Professor Brown, yet she would hate to give up those lessons.

Yes, indeed. Poor Phil—the last time she saw him he had worn a terrible red tie. Even in her sorrow at parting she had laughed at that terrible cravat. Phil was hurt. He liked red ties, while the professor—a picture rose before Evelyn, a laughing face with twinkling brown eyes and curls topped by a soft gray felt, while beneath his chin reposed a gray tie of the most alluring sort.

"The professor is a mighty handsome boy," Evelyn assured the Gibson Girl. "No, I don't love him and—why of course I love Phil, but I can't marry him today. I don't care if I did come down here so we could be married sooner. He needn't have expected me to be ready today," and she began to dress.

At ten o'clock Evelyn was very innocently viewing the landscape



o'er in a chic white linen dress, so that it was quite an accident that she should be thus ready to receive the professor when he came.

"Say," he called pulling his "ice-cream" trousers up by the pockets and standing so, with arms akimbow. "Say you want to be ready early so we can get way out to the tressel."

"Oh, dear, and I can't go at all."

"You can't?"

"No."

"Why?"

"I'm going to be married today."

His hearty boyish laugh rang out.

"Well, that needn't bother you. We'll do that 'stunt' when we get home. There'll be plenty of time. Or we could have a wedding out there. I have in mind a justice of the peace who lives out that way."

"But it has been my life-long dream to be married by a minister."

He puckered up his brow.

"We might get it all over with before going," he ventured.

"Well, that might do," she laughed; "but really, this is no idle whim."

"No?"

"No; look here," and she showed him the telegram.

"Well, I'll be ———. And you're going to do it?"

"Well, I don't know. What would you do?"

They seated themselves on the step and, while the conversation which followed could scarcely be called serious, yet it was long enough to make up for the other part. As a result Evelyn decided that June second was not a good day at all to be married on, and that the professor was certainly an awfully cute person.

"Well, I'll be around about five to tender congratulations," he shot back as he left.

The Flyer came in at two, at two-ten Mrs. Ainslee ushered into her little parlor, a tall broad-shouldered man, wearing a flaming red tie. He asked for Miss Evelyn Lee.

"I'll get her," Mrs. Ainslee told him.

Evelyn listened and looked at first as though she were sorry; then she suddenly remembered that Phil—Phil, whom she had not seen for more than nine months, was here—right here.

"Phil, I'm so glad to see you. I didn't know I had missed you so. How you have changed. Phil—dear—what an awful necktie you have on. I hope you have another. Oh, Phil, it's so nice to have you again. You're so—Oh, so——"

"Evelyn, darling, how lonesome I have been."

After a little Phil spoke of the cause of his coming.

"I was afraid you wouldn't want to marry me on so short notice."

"I'd forgotten about that."



He smiled.

"I wouldn't have asked you do it, down here, away from your mother and every one, but its' most awfully important. I've got to go tomorrow to Mexico, and when I can come back the Lord only, knows, and anyway I've had a raise so we can afford it."

"Yes, but getting married is such a serious thing. Think, Phil, I won't see mamma again if I go with you, will I?"

"Not until we come back from Mexico," he replied.

"And I want to see her, and Ted and all of them."

"I'm sorry, darling, but I couldn't arrange it any better."

"And if I get married, why—why, then I'll be married. Phil—think of being married."

"I think it would be nice."

"O, Phil; I can't be today. Why not when you come back?"

"I want to take you with me. It wouldn't be any better anyhow. You'd hate to make the break just as much then as now. The only way to get married is just to get married and you might as well do it one time as another. Think what a glorious time we'll have."

"We would have a good time," she conceded.

"We could take long, lovely drives." Oh, fatal word. She thought of the drive she was to have taken and that reminded her of some particularly funny thing the professor had said, and she giggled aloud.

"What's up?"

"I—I was thinking of something Professor Brown said."

"I don't see how that bears on the subject."

"It was awfully funny."

"Yes; but, Evelyn, I'm serious now. We must get married today. It's an awful lot to ask of you I know, but then, Evelyn, if you love me one-quarter as much as I love you, you wouldn't object."

"I do love you, Phil, an awful lot, but——"

"Evelyn, if you love me enough to marry me, you love me enough to marry me now."

Evelyn's head sank into her arms.

"Oh, I knew you'd say that; I knew it. I knew it!"

"Well, isn't it true?"

"Oh, I don't know," she sobbed.

"Evelyn, sweetheart, marry me now," he pleaded. "Don't you care enough? I'll be good to you, dear; only say you will. I know I can make you happy. Evelyn, dear, you do love me don't you?"

"Yes."

"Then you will, won't you?"

"Oh, Phil, I don't know."

"Evelyn, I cant' be what your mother was, dear, but I'll take care of you. Can't you try me?"

The girl sobbed on.



"There, dear, I know you will do what you should, and I'm going to leave you for a while. I'll be back about seven and we'll get married or you can tell me—otherwise."

"Phil, you're an awfully nice man. Phil—I—I—come back at seven, dear. Good-bye."

Evelyn stayed in the little parlor for a long time and when she came out her eyes were very red and swollen and wore a restless, troubled look. When she got to her room she looked around carefully and then, apparently without quite knowing what she was doing, she opened her trunk and arranged the things in it. Then she took down some clothes and began to fold them carefully. As she was laying them in the trunk she gave a little start and half laughed.

"Oh, well; I might as well pack these up; I'll soon be going home anyway."

So she worked on. Presently she came to a thin, whited dress and she carefully put it aside.

She was nearly done when she heard the bell and Mrs. Ainslee say:

"Yes, I'll get her if she isn't asleep."

"I'll come." Evelyn called. She walked to the top of the stairs slowly, and there saw standing the the door, not Phil, but the professor.

Hello!" she called down. "Come in."

"I came over to congratulate you, but I won't insist," he said.

She noticed that his raillery sounded empty after listening to Phil.

"Perhaps you won't have to."

"Insist or congratulate?"

She frowned. He needn't "show off" all the time.

"Oh, well, I won't object so long as I'm best man. What do you prefer as a wedding present, a piano or a balloon?"

How dare he mak fun of her wedding—her's and Phil's—laughing at the most tenderly beautiful thing that had ever happened!! He pulled at his tie jauntily, while he waited his answer. Oh, yes, he thought he was about right because he wore a gray tie. What if Phil had worn such a terrible red one, beneath it was a big, warm heart, and even if his hair wasn't brown and curly it covered a head containing something more than mere nonsense.

"Which is it, a balloon or a piano?" he repeated.

"I think that Phil and I can get along without either, Mr. Brown," she said simply. "I'm sorry you must go so soon. Good-bye."

The professor's mouth dropped and without a word he turned and left and Evelyn went up stairs.

Should she or shouldn't she? Brown no longer loomed on the horizon, but—what should she do? Phil, red necktie and all came before her eyes.

"I would marry him without hesitation if only he had decent taste



in ties. Could I ever live with that awful red thing he wore today?"

But while she was thinking it all over she was also packing her trunk. At supper Mrs. Ainslee asked her what she was going to do that evening, but she simply shook her head and did not reply. After supper she hurried upstairs. Phil would be here in half an hour.

"What shall I do?" she said over and over to herself. "What shall I do? I want to see mamma. I can't marry this very evening. What was Phil thinking of? But it is important. Oh, I would if he didn't have on that red tie." And she jerked her suit case out and hurriedly packed it. Then she began to dress.

"I hate to tell him I won't; dear Phil, it will be awfully hard on him. I'm afraid it will be hard on me too. Oh, dear," she stopped with one slipper half on, to cry for a moment; then wiping her eyes quickly she hastily put on her slippers, for she heard a carriage stopping. She looked out and Phil was standing there dressed in evening clothes—even to a white tie.

Mrs. Ainslee opened the door below and called:

"Phil wants to know whether he's to tell the minister to come in or not?"

"Well, you might tell him to come in, I want to see him even if I'm not going to be married," and she reached for the white dress.

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### LIFE'S LADDER.

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As heaven's crystal gems descend  
Upon our broad landscape below,  
As fagots fall and lilies bend,  
So we by ages onward flow.

As closes each departed year,  
While in good deeds and gifts we've vied,  
Our thoughts of him doth bring good cheer—  
Our thoughts of Christ, the crucified.

The Present hides the Future's inn,  
Though earn we must her treasures vast,  
We would we could forever pin  
A curtain o'er the blotted Past.

Though hard the next beginning round—  
Appears the task to us most drear—  
Yet, in the end, success hath crowned  
Our hopes of each succeeding year.

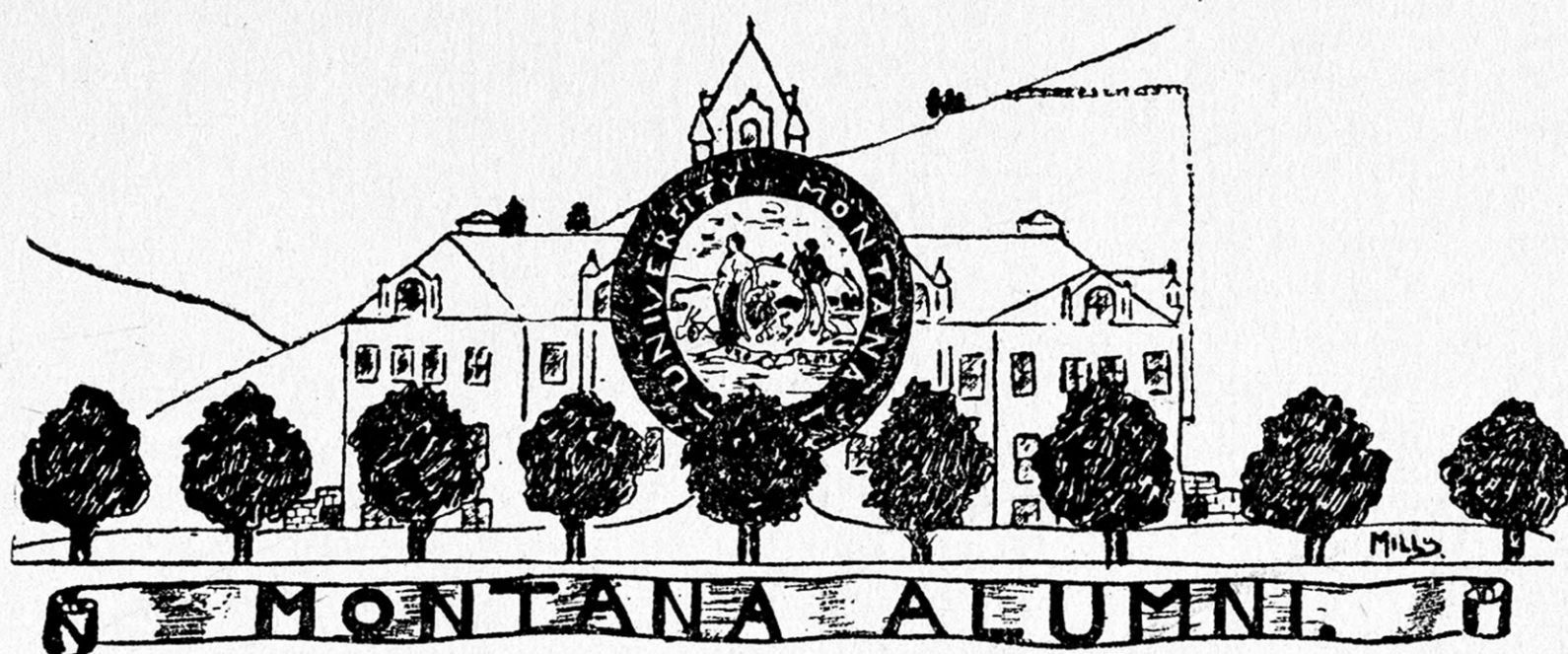


Though bind the snows the germs of life,  
Though birds sit dumb in wintry days,  
They all as victors in the strife  
Again shall rise to give us praise.

And thus He wills with mortal man,  
Though buried deep in earth or sin,  
As flowers that rise from winter's ban,  
So man shall rise and live again.

—J. J. J.





We take the following from The Brown Alumni Monthly:

### EXCELLENT COLLEGE SPIRIT.

There was a notable meeting in Sayles Hall on the morning of the Harvard game, November 3, at which the dormant Brown spirit was thoroughly aroused. Eloquent speeches were made by graduates and undergraduates, and in less than half an hour the sum of \$2,074.50 had been pledged to remove the indebtedness resting on the athletic association. Coach Gammons announced that he would refund \$500 salary, and this example of generosity was followed by the general manifestation of a willingness to contribute. President Faunce gave \$50, several \$25 subscriptions were added, each of the three upper classes gave \$50 and the freshman class \$60, and the five Chinese and three Armenian undergraduates contributed five dollars apiece.

The Brown Daily Herald on the following Monday said editorially:

"Saturday was surely a great day in the history of Brown athletics. The student body at last waked up, and both at the mass meeting in the morning and at the game in the afternoon displayed great spirit. Probably even the most sanguine were surprised at the readiness with which money was subscribed, and the enthusiasm which was shown is worth a great deal to Brown University. The chief source of gratification is not so much the amount raised as the unmistakable proof that Brown undergraduates do want athletics and are willing to pay for their maintenance, even when it involves the great self-sacrifice which many of the subscriptions must have necessitated."

The meeting was a good illustration of the familiar saying that it is always "darkest just before the dawn."

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Misses Josie Robb, '06 and Debora Waggy, '06, principals of the Lothrop and Dupeyer high schools, visited in Missoula during the holiday vacation.



We quote the following editorial from the Jayhawker—the Alumni journal of the Kansas state agricultural college:

### OUR ORGANIZATION INADEQUATE.

It has been said of the alumni of K. S. A. C., by a number of outsiders interested enough to make comparative observations, that we are more loyal to our college than are the alumni of any similar institution. If good will for our college and interest in its continued growth and success may be counted as loyalty, then the above statement is no doubt true. But how far will inactive interest and mere good wishes go? Had our good will been estimated by our good works, rather than by our good words, that charge of loyalty might never have been made.

A little attention to the work of the Alumni of other colleges, and the means by which the work is accomplished, shows not only the insignificance of our own undertakings, but also reveals the startling inadequacy of our system. It is doubtful if there exists another Alumni association with so loose and so ineffectual an organization.

The fact that we have graduated from the college entitles us to membership in the Alumni association; more than that—it makes us members without demanding the assumption of a single obligation. We are scattered to the four corners of the continent, with no bond between us other than our common interest in the college; with absolutely no provision for organized action in any form. As an association it is impossible for us to assume any obligations, for we have no means of meeting them. Whatever has been done by the Alumni of our college has been done by them as individuals or groups of individuals, and never by the association as a whole. As a consequence, we have accomplished very little.

Referring again to the work that other Alumni associations are doing for their colleges, it is astonishing how much has been accomplished and how greatly the colleges have been benefited thereby. We can do as much, but not until we have strengthened our organization. This, in itself, is a problem that will demand the attention of the larger and maturer minds among us; and the sooner some solution is reached, the sooner we can set about doing something really worth while and proving our loyalty to the college.

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The new athletic field at Syracuse university is nearing completion. The length of the stadium from the entrance on Irving avenue to the outer row of seats on the east side is 670 feet, and the width is 470 feet. It will inclose a quarter-mile track. The seating capacity of the stadium will be 20,000. Besides this a promenade 20 feet wide will extend around the outer row of seats, and will contain standing room for nearly as many more. On the east side of the stadium a tunnel leads to the gymnasium.



Harvard cleared about \$5,000 above expenses on the Greek play, given in the stadium last June. A large factor in this was the proceeds from the sale of the Greek stage settings.

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The name of Tufts college Divinity school has been changed to the Crane Divinity school in recognition of a gift of \$100,000 from Albert Crane of New York, in memory of his father, Thamos Crane.

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Harvard has recently endowed a pew in the American church in Berlin, to bear the name of the university, and to testify to the university's interest in the religious welfare of American students at Berlin.

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Report has it that Ed Williams, '05, who is pursuing the law course at Columbia, is seriously ill and may have to discontinue his studies for the present.

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Fred Buck, '06, instructor in the department of mechanics of the University, was very ill during the holiday vacation.

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Chas. Schoonover, '05, visited with Missoula friends during Christmas.

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Ben Stewart, '02, visited with his parents during the Christmas holidays.

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John D. Jones, '06, visited in Missoula during vacation.



# CHAPEL NOTES

J. B. SPEER

## EDUCATION AND SUCCESS.

On December 19, Dr. William F. Book addressed the students of the University on the important theme, "Education and Success." He gave many facts and illustrations showing the relation of education to success, and particularly emphasize the fact that education should develop in a person the ability to bring about results.

"I can not truthfully say," he stated in beginning his address, "that I am glad to stand here and 'look down into your faces,' because I keenly realize that I am wholly unable to say what I would like to say, or what I think should be said at this time.

"I can truly say, however, that I am glad to have this opportunity to tell you that I wish you all a Merry Christmas and a jolly vacation and hope to see you all back on January 8, ready for work."

Continuing his address, he said in part:

"Since coming to the West I have often been struck by the inspiration and opportunities which the great state of Montana affords for young men and women. There is gold in her mountains. There is silver and copper in abundance. There is untold wealth in her farms and mines. But Montana is not made by her farms and mines. She is being made today and must be developed in the future by men. Men who know what they are about. Men who not only have the best training and scholarship that the world affords, but men who, in addition to this scholarship and training have acquired the ability to bring things to pass. I am not trying to flatter you when I say that the future of Montana depends chiefly upon you and the future students of her colleges and University.

"Let me illustrate what I mean by stating a few facts brought out by a recent study made by Professor H. W. Quaintance. He compiled certain data from the last census report and from the second edition of 'Who's Who in America,' which shows how closely one's chances for success are related to school training. In 1900 the total number of persons 21 years of age and over in the United States, was 40,782,007. Of these 4,682,489 had no schooling, 32,862,591 had a common school training, 2,165,357 had a high school training, and 1,071,201 had a college training. The total number of persons having a place in the second edition of 'Who's Who' and whose school training was reported was 7,852.



"Of these 31 had no school training; 808 had a common school training; 1,245 had a high school training, and 5,768 had had a college training.

"From these figures we see that although the number of persons in each class having school training decreases with the higher classes, the number of those who have attained sufficient success for their names to appear in 'Who's Who' rapidly increases with the higher classes.

"Assuming that the chance of a person in any class continues constant Professor Quaintance's study shows that of the 4,682,498 persons having no school training only 31 may be expected to attain that degree of success which will entitle them to a place among the first 7,852—that is, to a place in 'Who's Who.' The chances for the highest success for any one of these is, therefore, as 4,682,498 divided by 31, or as one chance in 151,048. A similar calculation for each of the other classes shows that the chances for winning the highest success of a person with a common school training is one to 40,671, that of a person of high school training as one in 1,739, of the person of college training as one in 186.

"Comparing these chances with each other, so as to show the relative chances of persons in these several classes and putting each result in the form of a proportion, we have the following:

Common school to no school, 4—1.

High school to common school, 23—1.

High school to no school, 87—1.

College to high school, 9—1.

College to common school, 219—1.

College to no school, 812—1.

"These facts should be very gratifying to us all," said Dr. Book. "To each of you since they show that your chances for success is nine times greater than that of your high school classmates, who did not go on to college; 219 times greater than those of your classmates who dropped out of school at the end of the eighth grade, and 812 times greater than those who have not had even the advantage of the common school. They should be encouraging to us as teachers, because they show that our work is not a failure. Education is a success and the higher the education the more marked and greater the success. These figures show rather bluntly, perhaps, but none the less positively that we, as teachers, have not given up luxury, wealth, pleasure and the rest to give our time and energy to a losing cause. Measured by what the world calls success, education pays.

"I believe these facts ought to be made known to every boy and girl in our public schools and especially to you, for the fact is that none of us realize as fully as we should that acquiring an education pays.

"Many students in the common and high schools of this country



are neglecting the opportunities they have. They believe that going to high school does not pay. Statistics show that more than one-half of the students who might go on to the high school drop out at the end of the eighth grade and that only 20 per cent of those who enter the high school remain to finish the course. A few years ago I made a study to find out why so many of these young people drop out of high school. The reasons given by the students were that they became discouraged, lost interest, thought the high school did not pay. I might spend ten or fifteen minutes discussing their reasons for dropping out. The point of it was that they became discouraged, lost interest, wanted to make money and thought going to high school didn't pay. This was especially true of the boys who wanted to get started in life and do something really worth while. It certainly ought to be very gratifying to us all to know that the chances for success of those who complete a college course are nine times as great as those who only finish the high school, and 219 times as great as those who only have a common school education.

"Few of us, I believe, realize the opportunities we actually have. Did you ever stop to consider that each of you today have educational advantages greater than those enjoyed by Shakespeare, Newton, Dante, Whittier, Abraham Lincoln and most of the men and women who have done the world's greatest work? Lincoln in a log cabin in a backwoods district of Indiana, as a workman on a flatboat on the river, and in his law office at Springfield, got the wisdom and knowledge necessary to make him the greatest statesman of his time. From his own self directed study of Shakespeare and the Bible he acquired a command of the English language which made it possible for him to become the author of the finest bit of English prose ever written.

"The best of us fail to make the most of our opportunities. I have seen many boys and girls in college selling their opportunities there for the love of pleasure and ease, spending all their time and energy for the sake of having a good time, and this when great sacrifices had been made by themselves or their parents to give them the opportunity. What do you think of those men and women who go out into the battle of life and in the early part of it sell their swords for feathers to make them a nest?

"Spending four years in college and graduating is not enough. We must see to it that we make ourselves efficient, 'Winners in Life's Race.' Only one out of every 196 college graduates attains a high degree of eminence. It is only those who make themselves truly efficient who attain the highest success, and this brings me to the second thought I had in mind. I would like to try to say a few words about efficiency, or the most successful man of the 186. Winning success does not merely mean acquiring helpful habits of work and industry, gaining a knowledge of the facts of science, history and philosophy, put-



ting ourselves abreast of the cultural inheritance of the race, we must make ourselves truly capable and serviceable. And no study in college is quite so important or perhaps so difficult as learning to do this. I believe there is no more important problem for young people to consider than this matter of personal efficiency. In war, in business, in scientific work, in manual labor and what not, we have at the one extreme the man and woman who defeats all ordinary calculations by the vast quantity of work he gets done, and at the other extreme the man who no less defeats ordinary calculations by the little all his business achieves. The former is always arriving with an unexpected victory; the latter with an unanswerable excuse for failure. It is easy to belong to the latter class. If we would belong to the former we must make ourselves efficient. I would like to say something that would get you really interested in the study of this matter of personal efficiency because I know that your future success depends less upon the fact that you are here than upon how you solve this problem of personal efficiency for yourselves.

"We have recently learned a great deal about the probable causes of the great differences in people's abilities or power to bring the right things to pass, and it is not so much a matter of heredity as you might at first believe.

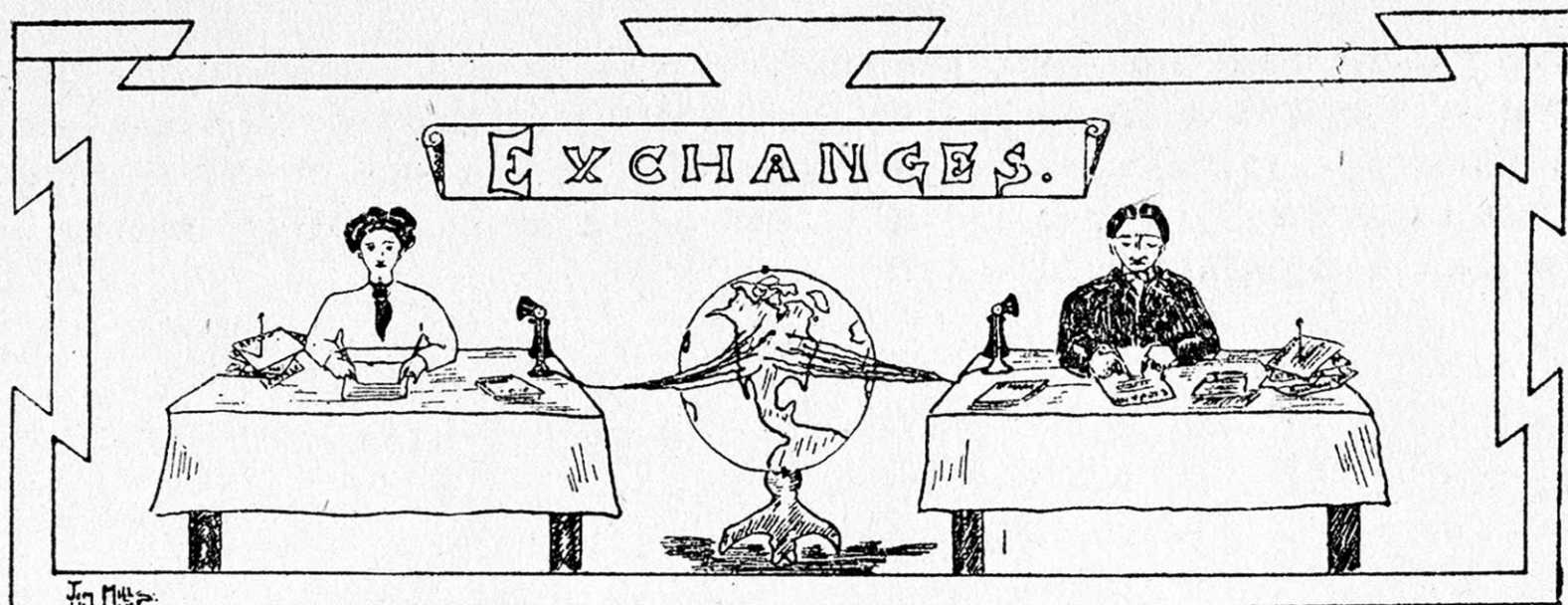
"I can give but a single illustration of what I mean by the study of efficiency. Everyone knows that the nervous system is the seat and source of all the energy of the body. Dr. Hodge has shown that work actually uses up the nerve cells. A rested cell is round and plump. A cell after a period of hard work is ragged and used up. One element in acquiring the highest efficiency is to learn how to economically use and save this store of energy. To learn what the most helpful periods of work and rest for you really are; to learn how to effectually use our powers and to prevent unnecessary waste. Education and training give us great power, but it is also true that no stream can rise higher than its source, and that our efficiency for any moment depends quite as much upon the available energy we have at the time as upon our knowledge and training. Darwin could work but three and a half hours a day, but he learned to save his energy and learned how to put it to the best use and did a great work, a greater work than many men with three times his available energy. The efficient man not only knows how to save his energy, but learns how to put it to the best and most economic use.

"If you want to be the one of the 186 who attains eminent success you must not only get knowledge but wisdom as well. You must learn how to get the most out of life for yourselves. It is the inefficient man or woman whose continued business results in getting nothing done. Every student here ought to feel glad and encouraged because they are a member of a college community, this fact alone increases greatly your



chances for success. But never forget that this is not enough, that the highest success comes only to those who earn it; to those who have learned the inner meaning of efficiency for themselves. If to your present already crowded list of studies you add the study of efficiency, success will be assured."





### NELLIE BULLARD

The December Nugget is a very creditable high school number.

The Prospects in life are found at the summit of disagreeable duties.—Ex.

We learn from the Exponent that the Junior Class is getting out an annual. Nine 'rahs for M. A. C.

"Do you think my voice would fill that big hall?"

"No; it would probably empty it."—Ex.

Tommy—"Pa, what is a foot ball coach?"

Mr. Figg—"The ambulance, I should imagine."—Ex.

Miss H.—"Did you see any fresh fruit down town today?"

Miss W.—"No; the only fresh things I saw were the clerks."—Ex.

He—"My sister got a pearl from an oyster."

She—"That's nothing. My sister got a diamond from a lobster."—Exchange.

As a whole the December exchanges which have reached our table are very creditable. They have very little of general interest, being concerned mostly with stories and local news.

Christmas number of the Evergreen is among the best on our exchange list. The cover design is very appropriate. One of the stories, "The Spoils of War," is very well written; the plot centering around the State College at Pullman. This is only one of many such stories that appear in the Evergreen. College magazine writers take note. There is abundant material for stories at your very doors. Write them up.



The Harvard Monthly for Christmas is beyond comparison. The cover design is a study and very suggestive of the season. The contents, us usual, is above the average. "The Travel Papers of Arminius" show the author has either traveled abroad or has a deep insight in human nature.

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A young man from Kalamazoo,  
 Loved a pretty young miss named Sue.  
 So he sent her a cat  
 Wrapped up in a mat,  
 With a note, "I've a feline for you."—Ex.

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The Christmas Argonaut is a very interesting and large number for a weekly. Besides a cut of the U. of I. foot ball squad, it contains cuts of the squads of W. S. C., U. of O., U. of W., and two meritorious cartoons of the "Old" and "New Methods" by Edna Herren. There is also a cut of the debating team which won from Montana.

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We acknowledge the December issue of the following: University of Texas Magazine, University of Arizona Monthly, The Evergreen, The Exponent, The Harvard Monthly, The Niagara Index, The Nugget, Chaparral Monthly, The University Argonaut, The College Review, The Wabash, The Monmal, Purple and Gold, The Montana Business Educator, The Brown Alumni Monthly, Milton College Review and The High School Oracle.

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The first issue of the Monmal, from the Montana Normal School at Dillon, Montana, has reached our table. The title Monmal, made up from two words, Montana and Normal—the first and last three letters of the two words—is very unique. For an initial number it is well gotten up and the material is meritorious. A story of the literary department, "A Thanksgiving," depicts true to life the effort of a young man carving a turkey at the dormitory. After reading it we could not but think how often students search in vain for material instead of taking that which lies at their door. We are pleased to see the Monmal has taken the right step in story writing.

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The December issue of the University of Texas magazine publishes the plea began by the Magazine of the University of Virginia for the establishment of "A Chair of American Social Conditions." Let the good work go on until all modern institutions have followed Yale's precedent. In the same issue the editor-in-chief closes an able editorial "Food for the College Magazine," and which every college student in our country should take to heart, as follows:

"Think of something that once happened to you, or your grand-



mother (grandmother's have always had wonderful romances), maybe your old nurse once had a marvelous adventure. Write it down just as it happened, or in the very words in which it was told. Then drop it into the magazine box, and feel that you have done your part for your own university monthly."

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## BOARDING HOUSE EUCLID.

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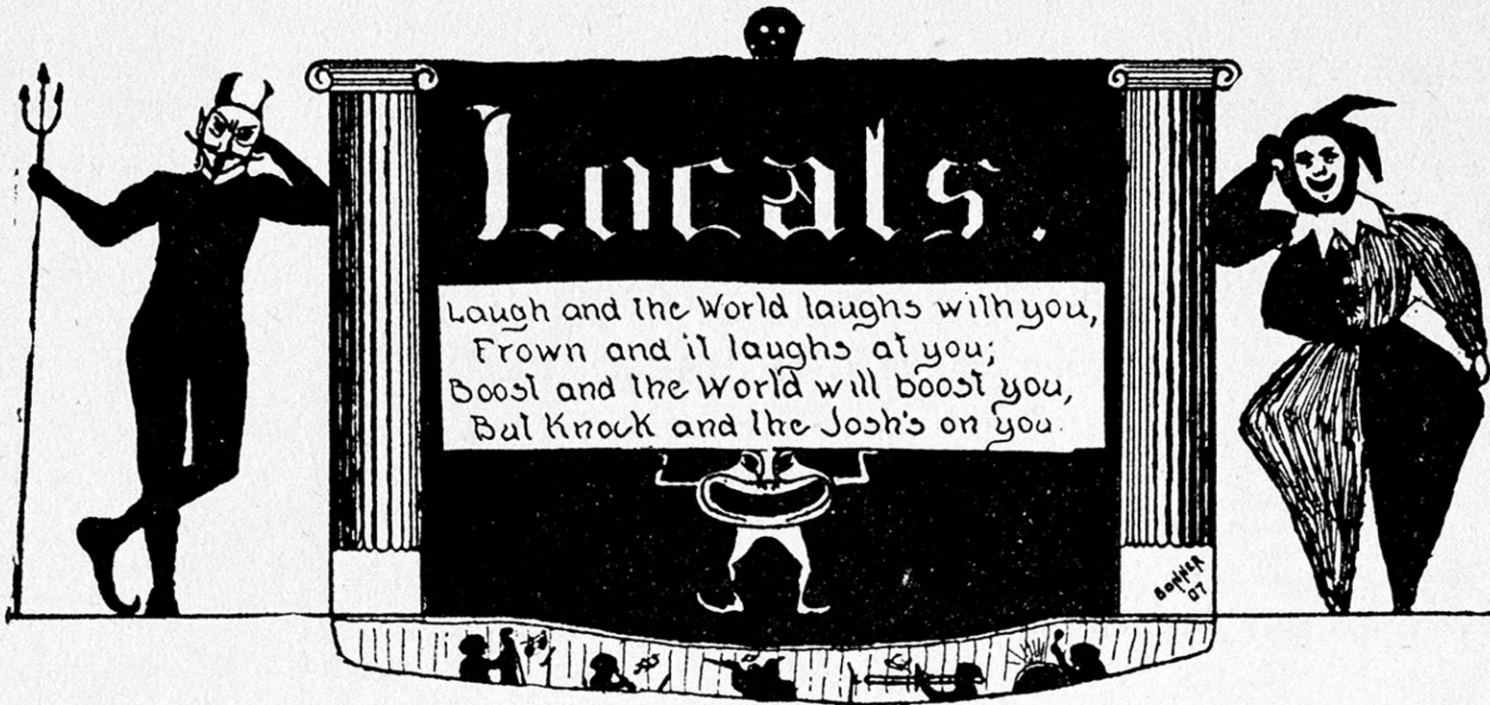
### A.—Definitions.

1. All boarding houses are the same boarding house.
2. Boarders in the same boarding house and on the same flat are equal to one another.
3. A single room is that which hath no parts and no magnitude.
4. The landlady is a parallelogram, i. e., an oblong, angular figure that cannot be described but is equal to anything.
5. A wrangle is the disinclination to each other of two boarders that meet together but are not on the same floor.
6. All other rooms being taken, a single room is said to be a double room.

### B.—Postulates and Propositions.

1. A pie may be produced any number of times.
2. The landlady may be reduced to her lowest terms by a series of propositions.
3. A bee line may be made from any one boarding house to any other boarding house.
4. The clothes of a boarding house bed stretched ever so far both ways will not meet.
5. Any two meals at a boarding are together less than a square meal.
6. On the same bill and on the same side of it there should not be more than two charges for the same thing.
7. If there be two boarders on the same floor, and the amount of side of the one be equal to the amount of side of the other, and the wrangle between the one boarder and the landlady be equal to the wrangle between the other boarder and the landlady; then shall the weekly bills of the two boarders be equal to one another. For, if not, let one bill be the greater then the other bill is less than it might have been, which is absurd.—Ex.





JAMES BONNER

Many happy returns of the New Year.

\* \* \*

State Teachers' association meets in Missoula, December, '07.

\* \* \*

Welcome, 1907! May your future be as bright as your present.

\* \* \*

The Dormitory wore a deserted appearance all through the vacation.

\* \* \*

A Mr. Adam of Big Timber, visited with Hovey Polleys during vacation. (? ! ! !)

\* \* \*

Jas. H. Mills visited with relatives in Deer Lodge (? ! ! !) during vacation.

\* \* \*

Here's hoping that the legislative Santa Claus doesn't miss the University stocking.

\* \* \*

William Jennings Bryan will lecture under the auspices of the A. S. U. M. this month in Missoula.

\* \* \*

Managing Editor J. B. Speer of the '08 Sentinel, visited the state capital during the holiday recess.

\* \* \*

The most successful dance of the season was that given by the A. S. U. M., on the evening of Dec. 13.

\* \* \*

Kohn Jewelry Co.—University of Montana and High School Pins.



Jas. Bonner and Will Smith attended a meeting of the Sigma Nu fraternity at Chicago during the holidays.

\* \* \*

B. T.: "What'll ye have, a cocktail?"

Frat Boy: "No, thanks; I'm a vegetarian."

\* \* \*

"Will you marry me?" he said to the Dorm. girl. "No;" she replied, and they lived happily ever afterward.

\* \* \*

A large number of the faculty attended the meeting of the State Teachers' association held in Butte, during vacation.

\* \* \*

Among the former University students registered with the Billings teachers at the State Teachers' institute, was Miss Jessie Railsback.

\* \* \*

She: "Did you ever notice how the sextette always sings their music with feeling?"

He: "Yes; but it must be horrible to feel that way."

\* \* \*

Clarence Buck spent part of his vacation at Stevensville trapping wolves. He successfully trapped a new species—one seldom caught in Montana—which he intends to have mounted and will present to the University museum.

\* \* \*

"What is your name, little boy?" the teacher asked.

"Jule," he answered.

"You should say Julius; and now what is this other little boy's name?"

"Billious."—Ex.

\* \* \*

A certain girl in Montana,  
Slipped down on an empty banana,  
She shrieked and Oh, myed!  
And more stars she espied  
Than are seen on the Star Spangled Banner,

\* \* \*

A young woman longing for fayme,  
Was known to the fellows as "Mayme."  
Though they treated her sweet,  
When she came on the street,  
She walked all alone just the sayme.

\* \* \*

You can get 'Varsity Post Cards and Souvenirs at Simons'.



What Santa brought these good little children for Christmas:

Miss Young—A ten o'clock light extinguisher.

Harndenburgh—A stand-in with Helen.

Lou Howard—A fox-hound.

Massey McCullough—A date for the next dance with Edna.

Joe Farrell and Goodbourn—A curling iron.

Theta Phi—Their new pins.

\* \* \*

Following is the personel of the '08 Sentinel: Managing editor, James B. Speer; assistant managing editor, May E. Murphy; business manager, Chas. E. Buck; assistant business managers, Herman C. McGregor and Vincent Craig; circulators, Edward A. Wenger and Fannie Hatheway; associate editors, Nellie C. Bullard, Albertine Ward, Clarissa Spencer, Minta McCall, Ruth L. Smith, Winnifred Feighner, Frances M. Jones, Josiah J. Moore, Ethel Ambrose, Ralph Gilham, Carrie Hardenburgh, Arthur I. Morgan, Frances Nuckolls and Helen Smead.

\* \* \*

Remember, folks, the Local Box is simply put in the hall to amuse you. When you wish to kill a little time shake the locals out of it and tell the jokes to your friends. This is what helps The Kaimin and has made the local department what it is and, besides, it pleases the editors to know that you take such an interest in it. Under no circumstances drop anything in the box except waste paper and empty cigarette boxes. Remember, the local editors receive a salary for their labors, and if they don't produce a comic supplement to equal Puck or Judge each month, roast them; it's all their fault and they deserve it.

\* \* \*

How our foot ball team compares with other western teams on competitive scores, taking the W. S. C. and the S. A. A. C. games as a basis (our only games with western teams):

Montana, 0; W. S. C., 5.

Montana, 11; S. A. A. C., 0

Montana, 5; Idaho, 0.

Montana, 5; Whitman, 5.

Montana, 5; Willamette, 0.

Montana, 0; Oregon, 0.

Montana, 0; O. A. C., 0.

Montana, 0; Washington, 0.

From these scores it shows that being beaten by W. S. C., the acknowledged champions of the Northwest, wasn't so worse.

\* \* \*

Don't forget that Beeson "sells 'em," and the new Button "Walk-Overs" have arrived. Hurry.



The '08 Sentinel staff will offer the following prizes:

**1—For Stories.**

First prize—Two copies of the '08 Sentinel.

Second prize—One copy of the '08 Sentinel.

**2—For Drawings.**

First prize—Two copies of the '08 Sentinel.

Second prize—One copy of the '08 Sentinel.

**3—For Cartoon Drawings.**

First prize—Two copies of the '08 Sentinel.

Second prize—One copy of the '08 Sentinel.

The stories must be about the University life—no real characters need be used. The plot must be of a college nature, preferably with scene at the University of Montana. The stories must not exceed two thousand words in length.

For particulars in regard to drawings and cartoons, see Miss Bullard. Literary Editors—Nellie Bullard, Clarissa Spencer, Albertine Ward.

\* \* \*

**NOTES FROM THE 1925 KAIMIN.**

(The same old gags in the same old way.)

Edna Fox is back this fall at her old occupation of juggling hearts.

The prospects for a champion foot ball team were never brighter than this year. The trouble with the '24 team was "though they were fast enough, they were too light."

Gil Reinhard, the hardware merchant, is as popular on his visits to the Dorm. as ever.

Our Dutch friend, Bismarck Kessler, singed a chunk off his snow-white whiskers yesterday, while oiling a "walve."

Miss Young has decided to allow the Friday night callers at the old dormitory the privilege of remaining until 10:05, instead of 10:00 as heretofore.

Martin Tucker is registered at the University.

The Hall girls are soon to be deprived of the privilege of running over to the Chicago, Milwaukee and St. Paul depot to see the drummers come in.

Professor Aber hopes to have the campus cleared of dandelions soon.

Bandmaster Howard has decided to install a soda fountain near his studio, between the boys' dormitory and the library building. Lou always was a foxy boy.

\* \* \*

The '08 staff has been organized some time and the editors have their work well under way. It would be well for University classes and organizations to look up the date when their pictures and material must be handed in so as to prevent delay. The class getting out the



Sentinel are under considerable expense and it is the duty of every organization—individuals as well—to help lighten their expense column by having their material early in the hands of the editors. It is the intention of Managing Editor Speer to have the '08 Sentinel out as early as the Interscholastic Meet, so as to enable his class to make collections before the University closes for the summer. If he can do this—and there is nothing to hinder him but the delay of classes and organizations to get in their material—the financial loss which has accrued to the classes that have published the Sentinel during the past two years will be obviated and the class will be able to meet their obligations at once, instead of carrying them on for nearly a year after the annual appears. Then, too, if the material is handed in early the printers are enabled to do better work. Because of rushed work the '07 Sentinel has many blemishes which it would not have if the publishers had even ten days more time. This will be more evident from the following letter from Mr. McHaffie, who published the '07 Sentinel:

"Dear Sir: Your kind favor of the 22nd (June) received and on behalf of myself and the other members of our company, we extend thanks for the kind words of appreciation of our efforts in getting out Sentinel. We would have liked more time on same, so as to have given the cuts more ink; yet we could not do so as there was no time to let them dry before backing them. Then, too, after binding they should have seasoned a little before being sent out, but we did our best to so bind as to prevent warping. We hope, if we receive the next contract and can have the time, to show what we really can do.

Very truly yours,

"W. J. McHAFFIE."

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### FOR THOSE WHO DON'T KNOW.

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Science Hall—A hall where every science is taught but Christian Science.

Dormitory—Hospital for those suffering from feminitus.

Spooney Rock—A stepping stone toward alimony.

Case—"Off again, on again, gone again." An enclosure for two minds without a single thought; two hearts that beat each other. Synonym—married.

Flunk—Error on the part of the faculty.

Exam—An instrument of torture used on helpless individuals. Term "ex" derived from verb "to exterminate." "Give 'em the ex, the ex, the ex," savage war cry. Synonyms—End, finish, nightmare.

History—Petrified current events.

Encore—A greedy Dorm. girl's desire to get more than her money's worth at the 10-cent show.

Engagement—In war a battle; in love, the calm before the battle.



Feint—A fighter's bluff.

Faint—A Dorm. girl's bluff.

Fault—An element found by Profs. where it doesn't exist.

Germ—Animal life living on water.

German—More animal life living on beer.

Hand—An article supplied either by the maiden or the dealer.

Ante—A near relative; costing ten cents if you are just ahead of the deal.

Bal Poudre—A bunch who think they are the whole Fourth of July, because they've got some powder on their face; whence the expression: "Shoot off your face."

Geometry—The science of proving that nothing equals something.

Society—A bunch of well dressed people who'd rather be bored together than alone.

University Band—A bunch who get together to discourse sound, varying in volume according to the lung power of the players.

Band Leader—A vaudeville artist used to amuse the band by beating chunks out of the atmosphere with a stick and cracking bum jokes.

Trombone—An instrument worked with the arm; used to imitate the donkey and other barnyard fowls and to scare outsiders away from rehearsal.



# Men's Clothes Values



No better clothing value will be found than you will see at

*Donohue's*  
ALWAYS RELIABLE

Let us explain what value means at this store—as it has a definite meaning here: It means that the very best tailors in New York tailor our finest made clothing. It means that after we have seen the fabrics that are made by the great mills of this country we make a selection of cloths for our overcoats and suits. It means that only the best canvas haircloth and stay-

tapes enter into their construction. Value at Donohue's store means the fullest measure of fashion and quality ever put into men's clothing.

## Men's "Crafton" Overcoats

This is the only store in Missoula where you will find the celebrated "Crafton" overcoats for men. This stocky, all-wool, fine form fitting garment is a 52-inch long, loose coat. Colors in medium, fancy blacks; special prices at this sale will range from \$15 up to...**\$25**

## Youths' Overcoats

Overcoats for young men are here in great variety of styles; garments cut long and loose, in heavy and medium weight mixed Cheviots and Meltons; ages 16 to 20 years; special price.....**\$10**

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# D. J. DONOHUE CO.